

Nancy Adelaide Samuel.

— aged 15 years, 10 months.

— Class IV, Examination 91.

1. Composition.
2. English Grammar,
3. Literature.
4. History.
5. Every-day Morals & Economics.
6. Geography.
7. Art Studies.
8. Arithmetic
9. Algebra,
10. Latin (IV)
11. Drawing.

Member's Name:

Lady Samuel,

Government House

Jerusalem,

Palestine.

Class V

Composition

2. An essay, or verses on "Our Ambassador in India" (the Prince) or "A Lullaby Song".

A Lullaby Song.

Close thy little eyes dear, & sink into sleep,
Loving ones are watching, thy slumbers to keep.
In thy little cradle, thou'rt sleeping secure,
While round thee steals the incense of the violet so pure.

Close thy little eyes dear, for thou canst not stay,
Thine own little ship dear, will bear thee away.
Fast to the land, where the baby dreams grow;
While o'er thee hang the berries of the sweet mistletoe.

Close thy little eyes dear, & lay down thine head,
Rest thy little limbs dear, while softly we tread,
Loving ones are watching, so fear not the dark,
For high over head is the song of the lark.

Class V.

Grammar

James Samuel

Analyse, parsing the words in italics. —

" There in a wailful choir the small gnats mourn
Among the winter swallows, borne aloft
Or sinking as the light wind low edies;
And full-grown lamb loud bleat some hilly bourne.
Hedge-crickets sing, now with triple soft
The red breast whistles from a garden croft;
And gathering swallows twitter in the skies."

In.	preposition governing noun "choir".
a.	indefinite article, qualifying noun "choir".
wailful.	demonstrative adjective, ^{attributive} sing. n ^o , common gender, qualifying ^{agreeing with} noun "choir".
borne.	Past part. of verb to bear, bore, born, ^(trans, irreg strong) used as adjective demonstrative pl. n ^o , common gender, agreeing with & qualifying noun "swallows".
sinking.	Pres. part of verb to sink, sank, sunk (intransitive), used as adjective of demonstrative, pl. common, agreeing with & qualifying noun "swallows".
aloft	adverb of place, modifying past part. "borne".
loud.	* adjective of quality, sing. n ^o , com. gend., agreeing with & qualifying noun "bleat".
now.	adverb of time, modifying verb "whistle".
loud	* poetical contraction of loudly; adv of manner modifying verb bleat.

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B. No.		Sentence.	Kind.	Altn Subj.	Subj.	Verb or Pred.	Altn Obj.	Obj.	Ind Obj.	Conj.	Extension of Verb
COMPOUND SENTENCE	I.	There in a.... Pines or dies	P. A	the small	grats	mourn					1) there among... swallows (pl) 2) in a wailful choir (man.)
	II.	as the light wind pines	Subj. adv. to sinking in I.	the light	wind	pines					as (time).
	III.	or dies	Subj. adv. to sinking in I. coop con with II.	(the light)	(wind)	dies.				or	
COMPOUND SENTENCE	IV.	And full-grown... Lillybourne	P. A.	full grown	lamb	bleat					and 1) loud (man.) 2) from Lillybourne (pl)
	V.	Hedge crickets sing.	P. A. incop con with IV.	Hedge	crickets	sing.					
	VI.	And now with treble soft ----- from a garden soft.	P. A. incop con with V	the	Red-breast whetters						and 1) now (time) 2) with treble soft (man.) 3) from a garden soft (pl)
	VII.	And gathering... in the skies	P. A. incop con with VI.	gathering.	swallows	twitter					and in the skies (pl)

2. Give examples of half a dozen common faults in diction & show how they are to be remedied.

One of the chief faults of diction is slang, which is beginning to take a great hold on the English language. One often hears people say, "Yes, you know, it was an awful park, & I enjoyed it frightfully".

Although the term is often used, not many people realise that it is quite impossible to "enjoy anything frightfully". & so the best remedy for slang is first to make sure first that what you are saying makes sense, & secondly that the words you employ are those that Shakespeare most frequently used.

Another fault, especially in oration is a vagueness that may be made up with gesture, or expression.

The cure for this is to veto gesture entirely except where it may be used to add more weight to, not to explain one's words.

A kind of mistake that often occurs in speech is looseness. You begin at the beginning & when half way through go off upon a rather theme from which you return, forgetting your original subject. The way of preventing this looseness is, in this case, to speak as you would write.

Another bad fault in diction is indcision, when the speaker has not thought out his sentence in such a way that he can deliver it without hesitation, The.

Remedy for this is clear enough, "think before you speak".

In diction, too, one becomes involved & illucid so that we have to repeat ourselves in order to be clear. The cure for this is to keep to the point & to plan the coming sentence.

The last fault I am going to mention is ^{bad} delivery. Especially in an orator, delivery is very important. He should not speak too fast, too indistinctly or too jerkily but should speak with sufficient emphasis & clearness so that all shall hear & understand.

3. Show, with several examples, the distinction between perfect & imperfect synonyms.

Synonyms are words from different roots, which in most cases have the same meaning. In perfect synonyms, the meanings are identical, in imperfect they have some slight difference.

For an example of a perfect synonymes, "stick" & "adhere" will do. There is, really, no difference in their meanings & both may be used metaphorically as well as literally. A stamp can adhere or stick to the envelope in the same way that a man can adhere or stick to his point. They are perfect synonyms. "Want" & "desire" ^{as verbs} are another pair of perfect synonyms, they have the same meanings, & neither carries more force than the other, & although "desire" may be considered more graceful, the word "want" serves exactly the same purpose. Another pair of perfect synonyms are "attempt" & "try", for the impressions conveyed by both are identical.

Now for imperfect synonyms. Three examples will be quite sufficient to demonstrate clearly what I mean. The first pair of imperfect synonyms we shall take will be "enemy" & "antagonist". On first thoughts their meanings may seem to be identical, but on closer observation they will be found to differ greatly.

You & your enemy may detest each other, but you
 hate not be active. In fact the quarrel which made
 you enemies may be long past & no alterations have
 arisen since, yet the hate continues & you are still
 enemies. Whereas, antagonist means means one
 with whom you have an active conflict, & antagonism
 can never be passive.

A second pair of imperfect synonyms are "envy" &
 "covet" whose meanings are slightly different.

You envy your neighbor because he is rich & you
 wish you were like him, but you covet, not him, but
 his riches, & you wished you had them. Here-in lies
 the difference which makes these two words imperfect
 synonyms.

The last pair of imperfect synonyms have a great
 deal of importance in their difference. They are "educate" &
 "instruct". To instruct means to put knowledge into the
 mind of a child or person, to fill them with facts which
 were created by other minds. Instruction is necessary
 but education is far more beautiful. Education, as may
 be seen from its Latin derivatives means to draw out
 that is to ~~take~~^{draw} from a child its ideas & sometimes
 misshapen facts which the young mind produces, & to mould
 them gently into the right shapes, so that the child
 may see through its own ideas what is right & beautiful.

Class I.

Literature.

Nancy Samuel.

2. Describe (a) Savengro "At the Bookseller's Shop", or, a meeting with Jasper Relucquo.

Savengro, having promised the old applewoman that he would exchange her book, which she had ceased to like, for a Bible, set out in search of a shop which would carry out his contract. His search was for a long time in vain, for no one wanted to have such an old & tattered book as that which Savengro presented to the book-sellers. At length one, who had refused his offer with less abuse than most, told him that there was a building, a little farther up the road, in which transactions for the purchase of Bibles were carried on. To this place, Savengro proceeded, & on entering, found himself surrounded by Bibles of every size & description, & in front of him, behind a counter sat two elderly men.

Savengro explained to them that he wanted to exchange ^{certain} a book for a Bible; one of the gentlemen remarked that they were accustomed to sell, not to barter, & that if he persisted in his purpose, he must go elsewhere. The other, however, took more interest, & asked the name of the book. He was answered, & looked uncertain, while the first continued his protestations. At length, he requested to see the book, Savengro put his hand in his pocket, to draw it out. Alas! it was not there; he had been robbed!

Seeing that he was not believed, he saw nothing for it but to buy a cheap Bible & make a quick exit. This he did.

Class I

History

Nancy Samuel.

1. Write an essay on the British Empire in the 19th century.

France & Great Britain, especially the latter, have always been the great colonising powers. Both have realised that to improve & extend the mother-land, peaceful colonising is a far better means than aggressive warfare. So, one can see that it is not surprising that British foreign interests were constantly clashing with the ambitions of the French. The greatest bone of contention was perhaps, Egypt. The successor of Mohammed Ali, had really tried his utmost to improve the conditions in Egypt. He encouraged learning & agriculture; he imported once more the cotton plant, the cultivation of which had rather fallen into decay, he built bridges & constructed the great Barrage of the Nile which lies just below Cairo. But his people had to be instructed in the art of engineering, & so it was for this purpose that French engineers were employed; & soon after this thousands of Frenchmen came to Egypt & became the instructors of the people in many different branches. On his death he was succeeded by the Pasha Abul who was recklessly extravagant. He spent hundreds of millions of pounds in a short time & all that he had to show for it was the Suez Canal & the title of Khedive which he had purchased from the Sultan at a very high price. In order to go on living at this rate he would have to borrow; & borrow he did until his affairs were in such a tangle that French & English financial

experts had to be called into to try & put them straight. The chief of the English commission was Major Baring. For some time this dual control lasted pretty well until Abdul began to get tired of being reformed & the French & English commissions were withdrawn. Still later the English again came on the field & Major Baring, who had now received a peerage took the hazardous step of borrowing one million pounds sterling. He realised that Egypt's wealth lay in her agriculture & the success of agriculture lay in the fickle favours of the Nile. So he had the Barrage repaired & canals built & another Barrage constructed near Aswan. So that after a few years Egypt prospering & the huge debt had been nearly paid off. * for on the revolt of the succeeding pasha France had withdrawn.

France naturally resented growing French influence & it was only with great diplomacy on both sides that the pact of 1906 was arranged, by which British control in Egypt was recognised by the French while the English Government allowed the full right of French influence in Morocco. This pact was very important to both sides.

Perhaps India has always been the most important & hard to manage of all our colonies. In the reign of Queen Victoria India was made part of the Empire & English officials were nominated by the Government. The British promise was that native religions would be treated with respect, & that the aim of the Government was that the Indian people should be educated for self-government.

The latter part of this promise has been very difficult to fulfil, for, not only ^{are} the large majority of Indians illiterate, but they have no wish to learn. How, therefore, can they become a self governing people.

Towards the end of the nineteenth century, the clerical class began to agitate for their self government. To appease them, more natives were allowed on the local governing bodies. When this did not suffice two more Indians were added to the council of the Viceroy, & one more to that of the Secretary of State for India in London. Still this did not suffice.

Then came the Mutiny which proved the atrocities that Indians must have been capable of. When this was eventually put down, a quieter atmosphere pervaded India. At the beginning of this century, Mr Edwin Montague became Minister of State for India, & England India has progressed much industrially, under his supervision, although political agitation & tribal wars still exist on a small scale.

Russian advances in an Eastern direction during the 19th century caused us some anxiety about India, till a treaty was drawn up defining spheres of influence in Persia.

In Africa, too, our colonies are quite considerable, and they have been acquired by peaceful colonisation & are governed in the interests of the natives. Except for the Boer war we have had very few disturbances in that quarter, owing to the justice of our government which is fully recognised by the natives. And it is here that we differ so strongly from the Germans, who rule a rule of force & suppression; any

native rising is punished with the greatest ~~severe~~ cruelty & vigilance, & every where the native is treated as an unfortunate accessory to the newly acquired territory.

Great Britain has also, colonies in South America, no trouble has ever occurred there, & a firm feeling of friendship ^{with the U.S.A.} was established in 1850 when a treaty was made concerning the American ownership of the Panama Canal.

In all our colonies & protectorates, we may say, with truth, that we govern in the interests & for the well-being of the inhabitants.

2. What was meant by the Dual Monarchy, & how has the war affected it.

The events which led, directly or indirectly, to the formation of the Dual Government begin with the exclusion of the Austrians from the German confederation & their defeat at Sadowa.

Hungary formed part of her territory besides a conglomeration of other small nationalities among which were Croats & Serb Slavs. Austrian nature was tolerant & well meaning but not so with the Hungarians, who coming from a ^{stock} Mongolian, believed themselves to be far above their Croation & Slavonic neighbours. Thus it was that when the tide of Revolution swept from France Eastward over central Europe, Hungary refused to help the lesser nationalities in their struggle for independence against Austria. These were not really united themselves, & so a rising in Vienna although troublesome was put down without much difficulty. Then Hungary tried her chance, but when the Croats asked if, for their help, she would secure their freedom with her own, she refused high-handedly, & the Croats went over to the Austrian. Single handed, ^{Hungary} Austria could avail little against the Austrian masses & after a series of defeats she was finally conquered. Then it was that the Great powers stepped in to save future discordance, & the plan adopted was a Dual Government. This meant that both states were to have separate home-government, & separate ruling

princes, but that one foreign office should serve for both, & that a parliament representing the two nationalities should meet twice a year, once at Vienna & once at Buda-Pest.

For ~~some~~^{many} years this plan has worked excellently, but since the war, the responsibility of which belongs not only to the diplomacy of Austria, but also to the racial Slav hatred of Hungary, there have been social discontent, & bad famines have left both countries dissatisfied with a monarchical rule. So that it was not until just lately that the monarchies were overthrown & Austria & Hungary became separate republics.

Class I

Every-day Morals & Economics.

Janey Samuel

1. Discuss some conflicting theories as to the nature of the State.

A State can be moral, non-moral & immoral.

The term moral is not difficult to define; it means ^{that} a State which looks after the morality of its people & is careful ^{that} in dealing with other states is strictly moral, may have this term applied with veracity.

In all her affairs & conduct, Great Britain aims at being essentially moral. She realizes that morality must be the property of the State & not only of the individual. In our extensive mines & enterprises, too, the conduct of both capitalist & laborer lies strictly between within the bounds of morality; but this is not enough, not only goodness of practice but goodness of spirit must exist between master & man, & until a friendly fellow-feeling be established between the two, those strikes & misunderstandings which occur so often at the present time, will not & cannot be things of the past.

Now, for the second term. A non-moral state need not necessarily be bad. Non-moral means only uninterested in morality; & a non-moral state is one which does not bother itself about morality & considers this quality to belong to the individual, not to the State. This is the attitude of the German State, & had she thrown off this state of non-morality, the affair with Belgium might never have existed, & the war never have been waged on so extensive a scale.

There are some people who believe that non-moral, means above morality, & that the term could be applied to God as being above a state for which men strive & can attain. But if this were to be so, non-moral could never be applied to a state as it undoubtedly is.

For the last term; an immoral state is not difficult to define. It is a state which cares neither for its own nor its people's morality; in other words, it is undoubtedly "bad".

We have spoken of the state not a little, but, after all what is the state? Does it govern the people or do the people govern it? It certainly cannot be the instrument of its officials; for, are not the officials instruments of the state, or, as they are termed servants of the state, appointed & paid by the people themselves. It seems strange that the state is built up by the people, & when built, governs them. A judge does not make his own laws; they are made by those high officials, who are in their turn elected by the people.

The true definition & explanation is this. The state is an instrument fashioned by the people of the country whose organ it is, & intended for their own betterment & control. This vast mechanism, is so controlled by the people that any mechanic who makes a grave mistake can be discharged by his employer. And so it has been for many centuries, & will be for hundreds of years to come; the free peoples have learnt to rule themselves & the state is their best & most important tool.

2 Write an essay on Temperance as a general principle.

There may be great men, & they may be good men too, who have never learned the value of Temperance. Not only temperance in the sense in which we use it now ^{as applied to the consumption} in the sense of food for the body, but also temperance in the acquiring of food for the mind or food for the heart. We often say that "So-and-so means well but she goes too far". That is exactly the case, she goes too far, that is, she is intemperate.

There are many ways in which intemperance can show itself, & so we will take the most important ~~ones~~ one by one.

Many men & women too, do not know how to control their appetites; they do not realise that too much food does serious harm to their physical structure, & because one certain dish appeals to their palate, they will partake of it to such a degree as is not only bad for their system, but degrading to their self-respect. Such a fault in children would be called greed but in adults, it is no less than gluttony, & in the case of too much alcoholic drink, ends in drunkenness.

Many a good man has sunk to poverty & vice through allowing his appetite to get the better of him.

Another way in which intemperance is able to assert itself is through the cravings of the mind.

Reading books is, on the whole, so long as the books are good & wholesome, a profitable occupation, but to read books the whole day & to take no exercise, or to do no work, is undoubtedly bad, & intemperance exercises its command here as in many other ways.

Now, for the yearnings of the heart. It is human nature to love & want to be loved, & it is one of the best & most necessary of all our instincts. A man who loves nothing, neither man, woman, child or beast or flower, must be indeed ^{unhappy} unpleasant. Love between any two living creatures must be sincere, faithful & active. It is no use to say you love a child & then let it down because you are afraid to go in & save it, your love must not be passive, but active & helpful.

Edward II, a very weak monarch, as he proved himself to be, spent all his hours with his boon companions Gaveston, his affection for whom was certainly sincere, & lacking temperance in his love, left his kingdom, his sacred trust, to muddle along as best he could.

This intemperance in love ^{led} left him to a imprisonment & a miserable death. Had this unfortunate monarch tried to control the natural yearnings of his heart, he might have lived a far happier life.

For many examples of sincere friendships, you have only to read "David Copperfield" from cover to cover, to find exactly what you are seeking for. The long-enduring friendships between David & Mr Macauley or Mr Peggotty are truly beautiful in their sincerity, & in their endurance through many changes & adversities.

The best motto in the cause of temperance is this:
"A time for every thing; & every thing in its time".

2. Give some account of Fra Lippo Lippi, & his work.
Can you quote any lines from Browning's poem about him.?

Lippo Lippi's parents both died when he was young, & so, his aunt took him, at the age of seven years, to be brought up in a Carmelite convent. But, instead of learning, Lippi spent all his time drawing on his copy-books. The abbot encouraged his talent, & he was soon after, sent to learn painting at the shop of an artist whose name is unknown. For some time after his apprenticeship, he remained in the convent, till his restless nature could bear it no longer, & then he broke away. But he always liked his to be reminded of his days there & long afterwards he signed his pictures *Frater Philipus Lippus*. Like most well-deserving artists of his day, he found a kind powerful patron in Cosimo de Medici, then, the head of the famous Medici family. For him, Lippi executed many orders & begged much money, & Cosimo himself saved the unscrupulous artist more than once from the dire effects of the anger of the Pope. For once, when he sheltered in his house & afterwards married an escaped nun, he came very nearly within the bounds of excommunication, & was only saved by the intervention of his patron. Another time, he was charged with receiving payments & making for contracts which, as far as could be seen, he had no intention of fulfilling & again his powerful friend stepped in on his behalf. He was very fond of children, & often painted portraits of some of his little friends as angels or smiling

cherubim. He painted several madonnas & child, all with a sweet simplicity, grace & cheerfulness, depicted on every face. He has a great love of scenery & flowers which Boticelli inherited from him.

Among his works number the following "The Head of John the Baptist" which is full of expression & movement, "The Madonna adoring Child with saints", "The Madonna adoring Child with Saint Bernard". In one picture of a like subject he painted himself as a monk with a laughing angel above bearing a scroll on which were written the words "Hic ille fecit".

He also did a good deal of work for the Medici Palace. Although in small altarpieces his work was often careless in his more important pictures there is very little to complain of. He died eventually in a small town for which he was decorating a church; & was buried there. He left his son Philipino to his assistant, & it was this son, who some years later, erected a memorial to his father at the command of Lorenzo di Medici.

Class V.

Arithmetic.

Nancy Samuel.

1. Find the present worth of £85-5, due in three yrs 5mths, interest being at 4%.

$$\text{Interest on } £100 \text{ for 3 yrs 5 months at } 4\% = \frac{£100 \times 4 \times 41}{100 \times 3}$$
$$= \frac{£41}{3} = £13-13-4.$$

∴ If £113-13-4 is total sum, £100 is the present worth.

∴ As £113-13-4 total is to £100 TW,

$$\text{so is } £85-5 \text{ total to } \frac{£100 \times 3 \times 34}{1 \times 34 \times 4} = £75.$$

∴ Answer = £75.

2. In how many years will Simple Interest on £236-6-8 amount to £17-4-6 at $2\frac{1}{2}\%$?

$$T = \frac{100I}{RT}$$

$$\therefore \text{No of years} = \frac{2 \times 689 \times \frac{2}{5} \times 3}{1 \times 249 \times 2} = \frac{2067}{409} = 2\frac{11}{12} \text{ yrs}$$

= 2 yrs 11 months.

3. Which is the better investment, the 10% at $211\frac{5}{8}$ or the 2% at $42\frac{1}{4}$? Which is the better investment if $\frac{1}{8}\%$ is paid for brokerage?

$$£1000 \text{ worth of } 10\% \text{ stock at } 211\frac{5}{8} \text{ brings income of } \frac{£1000 \times 8 \times 1000}{1 \times 1693}$$
$$= \frac{£80000}{1693} = £47\frac{729}{1693}$$

$$£1000 \text{ worth of } 2\% \text{ stock at } 42\frac{1}{4} \text{ brings income of } \frac{£2 \times 41 \times 1000}{1 \times 169}$$
$$= \frac{£8000}{169} = £47\frac{57}{169}$$

∴ the 10% stock is the better investment.

But price of 10% stock plus brokerage = $211\frac{3}{4} = 211\frac{3}{4}$

$$\therefore \text{£}1000 \text{ of } 10\% \text{ stock at } 211\frac{3}{4} \text{ brings income of } \frac{10 \times 4}{100} \times 1000$$

$$= \frac{\text{£}40000}{847} = \text{£}47\frac{191}{847}$$

But price of 2% stock plus brokerage = $42\frac{2}{5} = 42\frac{2}{5}$

$$\therefore \text{£}1000 \text{ of } 2\% \text{ stock at } 42\frac{2}{5} \text{ brings income of } \frac{2 \times 2}{100} \times 1000$$

$$= \frac{\text{£}4000}{85} = \text{£}47\frac{5}{85}$$

\therefore the 10% stock is the better investment.

Class II.

Latin

Nancy Samuel

1. Translate into English & retranslate into Latin Caesar's Belgian Campaign, Chapl. ~~xxx~~ from "ad hoc" to "dixerunt."

To this Caesar replied: "I, with my great kindness which is your desert, will guard the state, if, before the battering-ram touches the wall, you will give yourselves up; but the surrender is not conditional unless your arms are taken from you.

As I did in the case of the Nervii, so will I do now, & will command your neighbours to inflict no ill on those who have surrendered to the Roman people.*

When this message was brought to them, they said that they would do that which he commanded them.

*. The surrendered ones of the Roman people.

Ad hoc Caesar respondit: "Ego, magis consuetudine mea, quam merito vestro, civitatem conservabo, si, prius quam murum arces attigit, vos dedideritis; sed deditione nulla condicio est nisi armis traditis.

Id quod in Nerviiis fecit, faciam, finitimisque impetabo, ne quam deditionis populi Romani injuriam inferant.

Re nuntiata ad suos, quae imperentur se facturos esse se dixerunt.

2. Translate into Latin, — He told me this. I fighten your work. We please you. They envy him, We obey Caesar.

1. Hoc ~~me~~ mihi dixit.
2. Opus tibi est.
3. Tibi placemus.
4. Sibi invidiunt.
5. Caesari paremus

3. Decline, — melior, vetus, pauper & qui, quae, quod.

	<u>M.F.S.</u>	<u>N.S.</u>	<u>M.F.P.</u>	<u>IVP.</u>	<u>MS.</u>	<u>IVP.</u>
N.V.	melior	melius	meliores	meliora	vetus	vetere
A.	melior	melius	melioris	meliora	vetus	vetere
G.	melioris	—	meliorum	—	vetus	vetum
D.	meliori	—	melioribus	—	vetus	vetibus
Abl.	meliori	—	melioribus	—	vetus	vetibus

	<u>M.S.</u>	<u>N.P.</u>	<u>MS.</u>	<u>F.S.</u>	<u>N.S.</u>
N.V.	pauper	pauperes	qui	quae	quod
A.	pauperem	pauperes	quem	quam	quod
G.	pauperis	pauperum	cuius	—	—
D.	pauperi	pauperibus	cui	—	—
Abl.	pauperi	pauperibus	quo	qua	quo.

	<u>MP.</u>	<u>FP.</u>	<u>IVP.</u>
N.V.	qui	quae	quae
A.	quos	quas	quae
G.	quorum	quorum	quorum
D.	quibus (quis)	—	—
Abl.	quibus (quis)	—	—

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Peter, aged 9. mths.



Class F.

Drawing.

Nancy Samuel.

1. Study of a head in two positions.